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ABSTRACT

Prominent Americans were asked to reflect on the diversity challenge facing America's teacher workforce. The following leaders from several fields voiced their support of teachers and their beliefs America needs more diverse and culturally responsive teachers: (1) Mary Hatwood Futrell, President of Education International; (2) Carol Moseley-Braun, U.S. Senator; (3) Dominque Wilkins, professional basketball player; (4) Joseph A. Unanue, President, Goya Foods, Inc.; (5) Norbert S. Hill, Sr., Executive Director, American Indian Science and Engineering Society; (6) Sandy McBrayer, 1994 National Teacher of the Year; (7) Shunthea Renee Ward, winner of the 1995 FEA Essay Competition; (8) Dexter Scott King, Chief Executive Officer, the King Center; (9) Delores Escobar, President, American Association of Colleges for Teacher Education; (10) Andrew Hacker, professor and author; (11) Dee Brown, professional basketball player; (12) Edward James Olmos, actor and activist; (13) Albert Shanker, President, American Federation of Teachers; (14) Marian Wright Edelman, Children's Defense Fund; (15) Judith E. Heumann, Assistant Secretary, Office of Special Education and Rehabilitative Services; and (16) Keith Geiger, President, National Education Association. In addition, opinions of nine teachers about recruiting for diversity are given. (SLD)

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Voices for Diversity.
Future Teacher; Volume 1, Number 2 May/June 1995

Recruiting New Teachers, Inc.

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Naomi Housman
Recruiting New Teachers

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VOLUME I • NUMBER 2 • MAY/JUNE 1995

Future Teacher™

A Publication of Recruiting New Teachers, Inc. and its National Center for Precollegiate Teacher Recruitment

Special Issue: Voices for Diversity

The role of race in American society has become headline news this year—from the controversies over *The Bell Curve* and California's ballot question on affirmative action to Cornell West's and Henry Louis Gates's vital witness for pluralistic participation in all aspects of American life. Yet the issue of diversity was already of fundamental concern to the majority of American teachers. By nearly four to one, a cross-section of America's urban teachers surveyed by Louis Harris in 1993 supported requiring formal training for all teachers in the demands of a multicultural classroom environment. By three to one (including 63% of white teachers), they supported mandatory anti-racism training for teachers. In short, America is growing more diverse day by day, and the need for a more diverse, qualified, and culturally responsive teaching force is growing apace.

We at RNT believe that the nation needs to be reminded—continuously and unequivocally—of the dynamic and fundamental strengths that our diversity affords. Now is not the time to retreat from America's cultural richness; we must learn to celebrate the diversity of our people, even as we seek to connect with one another as common stakeholders in the American democratic experience. To that end, *Future Teacher* asked more than a dozen prominent Americans to reflect on the diversity challenge facing the nation's teacher workforce.

(See pages 1–5.)

"A country's greatest resource is its people, especially its children. The care that we give to our children defines us as a people. Reaching out to children, sharing with them our knowledge is one of the greatest efforts of humankind. To utilize our resources and to offer those resources to all our children, we must have a teaching force that is innovative, inspired and dedicated. I commend your efforts to make others aware of the opportunities for teaching and to emphasize that the challenge of teaching is open to all."

—Hillary Rodham Clinton, First Lady

"Our nation's survival as a democratic society in a global economy depends on the recruitment and training of a diverse teaching force made up of individuals who can serve as academic leaders and cultural translators, as well as role models for an equally diverse student population."

—Dr. Mildred J. Hudson, Pharaoh Hour Youth Alliance Leader & Digest Host

"At the center of America's future is our progress in creating motivated, competent students. Nothing is more important to our achievement of that goal than strengthening the nation's ability to identify and support a new generation of teachers who reflect the diversity of our student population and the rich admixture of the nation's culture. There is no greater need."

—Henry Hampton, President, Blackside Inc. Executive Producer, Eyes On The Prize

Voices

"Good teachers are good learners, and the best teachers are those who never stop learning. So be curious, and take advantage of every opportunity you have to learn about things that interest you."

—From An Open Letter to the Teachers of Tomorrow, by Phyllis Rashad (see page 9)

Highlights

Speaking Out for Diversity.
Statements regarding the importance of a more diverse teaching profession from prominent Americans.
Pages 1–5.

Strategies & Resources for Diversity.
Sensible advice from the field.
Pages 4–5.

Funding for Future Teachers.
How to identify some resources you may not have considered.
Pages 6–7.

Using "School-to-Work."
A new program in Boston converts "school to work" funds into "school to profession" resources for future teachers.
Page 8.

Ask the RNT Helpline.
RNT's helpline counselors answer frequently asked questions about teaching.
Page 10.

National Conference.
How to find out more about RNT's Third National Symposium on Precollegiate Teacher Recruitment.
Page 12.

Mission

RNT's National Center for Precollegiate Teacher Recruitment seeks to help develop a more diverse, capable, and culturally responsive teaching profession through creative, service-oriented teaching exploration programs at the precollegiate level. (See page 12 for more information.)

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David Haselkorn

Andrew Calkins

Michele Cody

Elizabeth Fideler

Jane Sullivan

Segun Eubanks

Kathleen Sullivan

Nicole Stark

Betty Synan

Lisa Cella

The National Center

Rosanne K. Bacon

Helen Suh

Adding Our Voice to Yours

In the course of preparing this issue of *Future Teacher*, Marguerite Golden Rhodes, Director of the Teachers of Tomorrow program at Hofstra University in New York, shared a watershed personal experience with us.

"During the mid-forties, I taught at PS 89 in Harlem. My pupils were all African-American. On the first day of school and in the midst of introductions and getting to know each other, one of the youngsters said, 'You must be the teacher's maid. We never had a black teacher before.' Marguerite says she never forgot that experience. She used it to motivate her to start the Teachers of Tomorrow Program — nearly five decades later. "Minority teachers," she says, "should not be an oddity."

The story that Marguerite told us not only affected *her* life but it also illustrated in a profoundly moving way one of the most important motivations behind many precollegiate teacher recruitment programs. More than 78% of those programs that responded to our recent survey listed "expanding the pool of minority teachers" as a reason for the establishment of their programs.

The mission of the National Center is to support the development of a more diverse, capable, and culturally responsive teaching profession. It was gratifying for us to find that many prominent Americans — from very different walks of life — agree that *all* of us will benefit if we reach our goal. You'll find their reflections on the first five pages of this issue; we hope their voices will be useful to you in articulating the objectives of your own programs. On the same pages, you'll also find strategies for recruiting a diverse pool of future teachers from a number of program directors around the country, along with suggested resource contacts and instructional materials to use with your students.

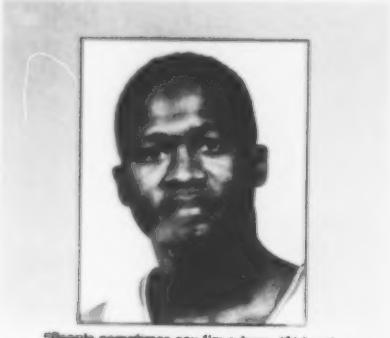
Elsewhere In This Issue

It is our goal to be responsive to your needs — and many of you suggested that we include some pages especially for students. Pages 9, 10, and 11 of this issue are designed for that purpose. We hope that you find these reproducible suggestions helpful as you head into the summer months.

Please use the page 12 response form to tell us your reactions to *Future Teacher*. Someday soon, perhaps — like Marguerite Rhodes — you will reach back and find a milestone to share with us and with your colleagues. The stories of the power and promise of your efforts can help us all.

— Rosanne Bacon,
Executive Director,
RNT's National
Center for
Precollegiate Teacher
Recruitment

"Our goal must be to recruit teachers who will enrich the students they teach and enhance their classrooms and schools with a greater sense of the multicultural society in which we live. America must recognize and commit itself to the fact that quality and equality are not conflicting goals."



"People sometimes say I'm a hero. (At least they do after I've had a good game!) But to me, people become real heroes when they touch someone else's life. Teachers do that. Good ones do it every day. And God knows, these days we need as many real heroes as we can get."

"Our diversity is a great strength for our country. That strength should be a part of the foundation of American education, so that our children will be prepared for the 21st century."

"The future greatness of our country depends on a core of dedicated teachers who can celebrate our diversity and harness our strengths."

"Diversity is an internal journey of the heart. Building community and effective diversity efforts is not an accident. The core issue is developing relationships, not management structures. Diversity means building community with women, people of color, and unrecognized or under-represented groups. All must be equal and empowered. There are no easy or proven answers. But it is essential that institutions embrace it—because our future depends on it."

—Herbert S. Hill, Jr. Executive Director
American Indian Science and Engineering Society

"Teachers and quality education are the backbone of our country . . . All children have a right to an equitable education, and all children have the ability and potential to learn . . . We as teachers have the power, passion, skills and knowledge to bring this potential to its fullest. Students must be respected. They need role models . . . who will help them believe that they can do—or be—anything. We must not merely tolerate diversity, but instead prize and celebrate it."

Linda M. Brown, 1948 National Teacher of the Year

"Children need someone to guide them. They need hope, love, someone to care for them, someone who will help them to better understand themselves and their potential. This is where a good teacher steps in."

—Charlotte Anne Lobb
1994 Utah National PTA Elementary Teacher of the Year

"One of the greatest resources we have in America is the richness of our cultural diversity, from which we can tap into the vast wells of wisdom of countless traditions. With this in mind, improving diversity among teachers is, in my view, a critically-important challenge for American education, if we are to be competitive in the global marketplace."

—Dexter Scott King, Chairman, President and Chief Executive Officer, The King Center

"Our professional community does not exist in isolation. We are part of the political, economic, and social context of this nation and the world. At the present time we are immersed in a context of reform—reinventing government, restructuring schools, rewriting standards, renewing schools and colleges of education. I am proposing that diversity is an integral part of all of these reforms."

Dr. Deborah Ball, Professor
University of Michigan, Co-Director, Center for Teacher Education

"We can all agree that every child has the potential for a full and flexible life. Today more than ever, our youngsters come from a variety of backgrounds and origins. If their talents are to be discovered and developed, we will need teachers who can relate to today's students who will be the adult Americans of tomorrow."

—Andrew Hacker, Professor
Queens College and Author of Two Nations, Black and White, Separate, Hostile, Unequal

Advisory Board

We are grateful to the following noted individuals who have volunteered to serve on the Advisory Board of NEA's National Center for Paraeducator-Teacher Recruitment.

Dr. Michael Acosta
Director of Personnel
Los Angeles Unified School District

Dr. Jerry Bread
Director, American Indian Teacher Corps
University of Oklahoma

Michael Casserly
Executive Director
Council of the Great City Schools

Therese Dozier
1995 Teacher of the Year

Emma Farmer
Instructional Coordinator
Green Dot Laboratory High School

Ruthie Gibson
Executive Director
Community Youth Creative Learning Experience

Dr. Mildred Hudson
Program Officer
DeWitt Wallace-Reader's Digest Fund
(Ex-officio)

Dr. George Kersey
Director, Future Educators of America
Phi Delta Kappa

Dr. Elaine Witty
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Dr. Shirley Kilgore
Director, Center for the Teaching Profession
South Atlanta High School

Dr. Jowel Laguerre
Director, Teachers of Tomorrow
Youth Community Center

Dr. Shirley McBay
President, Quality Education for Minorities Network

Sandra McBrayer
1994 Teacher of the Year

Jerry Molinoski
Project Director
Texas Teacher Recruitment, Retention & Assistance Program

Dr. Marvin Peek
Coordinator, Urban Teachers Project
Kent State University

Dr. Janice Poda
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South Carolina Center for Teacher Recruitment

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President, Council of Great City Colleges of Education

Dr. Herb Salinger
President
American Association for School Personnel Administrators

Joe Salvemini
Director, The Eagles Center
Central High School

Dr. Marta Sanchez
Director, Operation Chicano Teacher
California State University, Northridge

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Ideas From the Field on Recruiting for Diversity

How can future teacher program directors attract a diverse cadre of students? A telephone poll by FNT staff of educators with direct experience in this regard turned up the following suggestions. For the addresses and phone numbers of these educators (and others with similar experience), please see the "Resources" boxes at left and far right.

Jim Wickman, Teacher World:
- Most important: you *must* have a high-quality program.
- At least half of your faculty should be representatives of color.

Deborah Cochrane, Portland Teachers Program:
- Establish a credible and consistent presence in the minority community. Be visible and active in community projects other than recruiting; that will give you credibility.
- Use current students to recruit and advise prospective students.

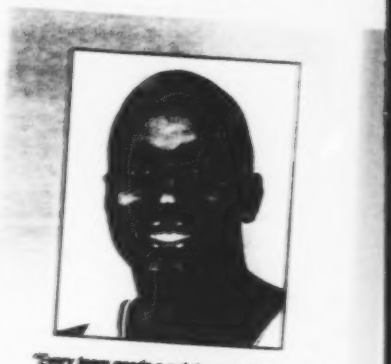
Regina Serrano, Summer Institute for Careers in Education:
- Be consistent with your program. People have to know they can count on you and that the program will be there.
- Have connections both with community colleges and with the middle schools in your region. Don't limit yourself to high school.

Dallas Daniels, Project SET:
- Focus on getting resources for grants and scholarships; be able to provide financial assistance for college. Hope is an important commodity for recruiting in the minority community.
- Make the most of your contacts in the minority community.
- Parental involvement is very important. Whatever you do, *get the parents involved.*

Ruth Gibson, CYCLE Future Teachers Program:
- Advertise. Remember that as you go out and market your program, it's important that you are obviously an inclusive program.
- The programs should be voluntary. The message should be, "If you want to come, then there's a place for you."

Janice Poda, South Carolina Teacher Cadet Program:
- Personal contact is vital. Written invitations aren't as effective as personal contact.
- Have a party. Make it fun! Always try to maintain that personal touch.

Eliot Battle, Minority Student Future Teacher Program:
- Make sure that program staff are enthusiastic and excited about teaching.
- Use taped interviews with successful teachers as one means of communication with high school students.



"Every team needs a point guard. He is not the tallest man on the team; he may not be the best shooter or best rebounder. But no team can win without his (or her) unique talents and abilities. So just as every basketball team needs a diverse mix of talent and perspectives, every school needs teachers from all walks of life, from different races and ethnic groups. To win on the basketball court, to win in school, and to win in life, we all have a key role. To all you future teachers: grab that ball of knowledge and pass it!"

—Dee Brown, Boston Celtics

Curriculum Aids on Issues of Diversity

These books are valuable resources for educating students (and faculty members) about the importance and strengths of America's diversity. Most current with annual ▶ are especially suitable for high school students. Many should be available in local public libraries; each should be available to order through any good bookstore.

▶ Dyer, Wayne. ***Do I Dare Disturb the Universe?*** (Father & Father)

▶ Mason-Elam, Vivian. ***Kwanzaa and Me: A Teacher's Story*** (Houghton Mifflin, Boston)

Nieto, Sonia A., editor. ***Educating for Diversity—An Anthology of Multicultural Voices*** (Heinemann Division, Reed & Harris)

Theobald, Deborah. ***The Power of Their Ideas: Lessons for America from a Small School in Harlem*** (Beacon Press)

Wood, Sharon. ***Schooling Homeless Children: A Working Model for America's Public Schools*** (Teacher's College Press)

Appreciating Differences: Teaching And Learning In A Culturally Diverse Classroom: A Hot Topics: Usable Research publication from SERVE (Southeastern Regional Vision for Education). To order, make check or the amount of $7 payable to NCREL/SERVE and mail to SERVE, 345 S. Magnolia Drive, Suite D-22, Tallahassee, FL 32301-2950, or call (800-352-6001)

Not an ad hoc favorite:

Freire, Paulo. ***Pedagogy of the Oppressed*** (New York: Continuum, 1970)

Additions:

K.I.R.K. Inc., (Creative and Innovative Resources for Kids): Classroom Strategies to Bring Out the Best in All Students Two videos are available for $30 each. Send payment to: Dr. Crystal A. Kuykendall, P.O. Box 41797, Washington, DC 20018, or call (202) 332-3539.

These books are recommended for inclusion in any reading list for young adults:

▶ Achebe, Chinua. ***Things Fall Apart*** (Fawcett Crest)

▶ Doms, Michael. ***Yellow Raft on Blue Water*** (New York: Warner Books)

▶ Ellison, Ralph. ***Invisible Man*** (Modern Library)

▶ Hurston, Zora Neale. ***Their Eyes Were Watching God*** (Illinois UP)

▶ Morrison, Toni. ***The Bluest Eye*** (Knopf)

▶ Tan, Amy. ***The Joy Luck Club*** (Putnam)

And for the very young:

Uchida, Yoshiko (illustrated by Dom Lee). ***The Multicultural Caterpillar: Children's Activities in Cultural Awareness*** (LTR Associates). To order contact: LTR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830, or call (800) 227-2591.

Kraus, Robert. ***Martin Luther King, Jr: A Big Biography*** (Newbridge Macmillan Communications, Inc.)

Shake It To The One You Love. In this song book and tape set, play songs, sing games and explore how African-American traditions are nurtured. This kit is available from The Museum of Afro Arts, Boston, P.O. Box 1044, Boston, MA 02117-1044, or call (800) 225-3043.

Confetti Entertainment Company offers a series of six books and audiotapes which have familiar storylines for young children of different cultural backgrounds. This series can be purchased for $6 each from Confetti Entertainment Company, 15250 Ventura Boulevard, Suite 800, Sherman Oaks, CA 91403.

Resources

The following educators have indicated to FNT their readiness to serve as resources on issues relating to recruiting for diversity. (List continued on page 5.)

Northeast:
Marguerite Golden Rhodes
Teachers of Tomorrow (TOT)
Hofstra University
234 Gallon Wing
1110 Hofstra University
Hempstead, NY 11550
Telephone: (516) 463-5748
Fax: (516) 463-6503
(High school program offering peer tutoring/mentor teacher experiences.)

Brenda P. Haynes
Project PRIME (Programs to Recruit and Inspire Minorities into Education)
Morgan State University
Jenkins Building, Room 320
Coldspring Lane and Hillen Road
Baltimore, MD 21239
Telephone: (410) 319-3780
Fax: (410) 319-3781
(Multi-faceted initiative beginning with middle school intervention and continuing through high school graduation and magnet programs, eight college partners.)

Southeast:
Dr. Janice Poda
South Carolina Center for Teacher Recruitment
Canterbury House
Rock Hill, SC 29733
Telephone: (803) 323-4002
Fax: (803) 323-4044
(Well-established statewide program focus on middle school diversification as a strategy for minority recruitment.)

Marcie R. Mathews
Minority Teacher Recruitment Program, Florida Future Educators of America
Orange County Public Schools
445 West Amelia Street
Orlando, FL 32801
Telephone: 407-849-3280 x5135
Fax: 407-849-3392
(Well-established, ten-year old county-wide program offering conference, FEA activities.)

Midwest:
Jim Wickman
Teacher World
Wisconsin Department of Public Instruction
125 S. Webster St. Box 7841
Madison, WI 53707-7841
Telephone: 608-266-9357
Fax: 608-264-9558
(New long-term summer program for 500 students, pursues "non-traditional" recruitment strategies with promising results.)

Dr. Jowel C. Laguerre
Teachers of Tomorrow, Inc. (TOT)
Duluth Community College
1309 Rice Lake Road
Duluth, MN 55811
Telephone: 218-723-4902
Fax: 218-723-4931
(Nine-year-old career high/middle school program, "home base" of network of TOT initiatives.)

Jowel Laguerre, Teachers of Tomorrow:

- Carefully develop a marketing strategy. Be positive. Do a good selling job of the opportunities that await new teachers.
- Provide instructional support for students so that they can succeed. Success breeds success.

Sandra Weiser, Today's Navajo Students, Tomorrow's Navajo Teachers:

- Don't get discouraged.
- Success takes time.

"Because more than a third of all teachers are age 46 or older, we will see record levels of teacher retirement in the Nineties—just at the moment when student enrollment will climb to nearly the highest levels in U.S. history. Meanwhile, our society is increasingly becoming multicultural. We need a teaching force that can reflect this diversity and provide role models for students of all ethnic and racial backgrounds. Think for a moment about your own teachers—and how much they meant to you."

—Edward James Olmos, Actor, Activist, and Board Member of Recruiting New Teachers, Inc.

"When highly talented men and women representing all races, creeds and backgrounds consider teaching children to be the most rewarding career they could have, we'll know we're close to fulfilling our common school ideals. We already know that achieving these goals is inextricably linked to having high academic standards for youngsters of all races, creeds, and backgrounds. Therefore, we must carry through with this job to ensure the quality of the next generation of teachers."

—Albert Shanker, President, American Federation of Teachers

"Young people who do not know where they come from and the struggle it took to get them where they are now, will not know where they are going or what to do for anyone besides themselves . . .

All children need this pride of heritage and sense of history of their own people and of all the people who make up the mosaic of this great nation."

—Marian Wright Edelman, Founder and President, Children's Defense Fund

"It is critical that we find new ways of increasing the recruitment of disabled teachers. Not only could these teachers serve as successful role models for the nation's five million disabled children who receive special education and related services, but just as important, they could show non-disabled children and their parents the truth we have known all along about the capabilities of disabled people."

—Judith E. Heumann, Assistant Secretary, Office of Special Education and Rehabilitative Services (OSERS)

"As our student population becomes increasingly more diverse, we are faced with a dire shortage of minority teachers. We need to recruit and retain more capable minorities so that students can see all races in positions of responsibility and achievement."

—Keith Geiger, President, National Education Association (NEA)

Resources

Ruthie E. Gibson
Future Teachers of Chicago/CYCLE
1441 North Cleveland
Chicago, IL 60610
Telephone: 312-664-0895
Fax: 312-664-9762
(Community organization providing scholarship, tutoring, [illegible] and employment opportunities)

Dallas Daniels, Jr.
Project SET (Student Exploration Teaching)
Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204
Telephone: 317-232-9050
Fax: 317-232-9121
(Partnership with 74 schools; 35 colleges; offers SET scholarships, clubs, conferences, campus tours)

Mr. Eliot F. Battle
Minority Student Future Teacher Program
Columbus College
1000 Rogers Street
Columbus, OH 65216
Telephone: 314-875-7203
Fax: 314-875-8765
(High school teacher mentoring program; African American graduate students from partner colleges serve as role models)

West/Southwest:
Ms. Sandra Weiser
Today's Navajo Student*, Tomorrow's Navajo Teachers
University of Northern Colorado
103 McKee Hall of Education
Greeley, CO 80639
Telephone: 303-351-1625
Fax: 303-351-2252
(Initiative focusing on providing Native Americans with pathways into teaching)

Ms. Deborah Cochrane
Portland Teachers Program (PTP)
Portland Public Schools, Portland Community College
Portland State University
P.O. Box 3064
Portland, OR 97208
Telephone: 503-978-5444
Fax: 503-978-5370
(Grow your own" program spanning sixth grade through graduate school)

Regina C. Serrano
Summer Institute for Careers in Education
University of Arizona
College of Education
Education Room 227 N.
Tucson, AZ 85721
Telephone: 602-621-7865
Fax: 602-621-9271
(Summer program offering range of future teacher activities)

Dr. Jerry C. Bread, Sr.
American Indian Teacher Corps
University of Oklahoma
College of Education
Norman, OK 73019
Telephone: 405-325-5461
Fax: 405-325-2403
(Offers special training in cultural diversity)

Beverly Silverstein
Crenshaw Teacher Training Magnet
Crenshaw High School/Los Angeles Unified School District
5010 11th Avenue
Los Angeles, CA 90043
Telephone: 1-296-5370 x2159
Fax: 213-292-4712
(Well established inner city magnet program offering global diversity project)

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▸ **START SMALL**

"With a small grant to get experience in the grant writing process, later you can get more money from other sources. I was given $300 by Impact II and then in the three years since I've raised over $10,000 from other sources." Joe Sweeney, I.S. 143, New York, NY (Urban Invasion of America)

▸ **TEAMWORK**

"Involve a team in the planning stage. Getting ideas from as many people as possible will aid in your thinking about the grant as well as encourage you to extend the effects of the project into other areas of the school." Beverly Hamilton, Sophie Trumbull School, South San Francisco, California

▸ **BE CREATIVE**

"Corporate donations will not increase substantially this year according to a study conducted by the Conference Board. In fact, 59% of respondents surveyed by the Board did not expect to make any increases in giving in 1993. The report suggests, however, that 'when cash donations have thinned out, nontraditional giving, such as the loan of corporate executives and gifts of products, has grown sharply. Between 1982 and 1991, nontraditional contributions increased from $240 million to $746 million.' (The Wall Street Journal, January 27, 1993)

▸ **THINK LOCAL**

"Colorado Philanthropy Report" (March 1993) estimates that there are nearly 4,000 nonprofit organizations in the city with over the years. According to the report, in 1992, individuals contributed $630 million to local causes, 24% of total giving. Foundations gave $63 million, 8% of total giving, and corporations gave $63 million, 8% of total giving. [See the upcoming issue of *Future Teacher*.]

Finding Your Way Through the Fundraising Maze

BY NICOLE STARK

Trying to navigate any maze involves a few key strategies: a) try to remain calm; b) follow your instincts; c) keep track of previous mistakes; and d) be open to trial and error—ultimately you know that there is at least one solution. Right? The same advice holds true for fundraising strategies.

In the first issue of *Future Teacher*, we responded to some basic questions about how to get started with a fundraising plan. To provide you with more information and guidance on the subject, we are providing answers to some additional queries below.

If you have questions that you would like to have answered in the Funding Forum, please write or fax us at: Recruiting New Teachers, Inc., 385 Concord Ave., Belmont, MA 02178; FAX 617-489-6005. You may also include your question on the Fax-Back reply form on page 12 of this issue of *Future Teacher*.

Q. I took your advice and looked up some foundation directories, but a lot of the data seems out-of-date. How do I know if foundations have changed their giving focus?

Regarded as the encyclopedias of fundraising, directories are an accepted and easily accessible source of general information on funders (see Toolbox). However, you should never rely solely on a directory to give you the most complete—or the most current—information. Generally, directories use IRS data to provide grant information, which can take about two years to research and report. Giving guidelines don't usually change radically within a year, but funders do make revisions and you should always seek copies of annual reports and grant guidelines directly from the funder *before writing a proposal*. There is no substitute for the information funders provide on themselves. For example, the Aaron Diamond Foundation is listed in one recent directory as supporting minority education; the same directory, however, fails to mention that the Foundation is dissolving in two years and will not be accepting proposals from new grantees.

Q. In addition to directories, newsletters, books, and other periodicals, are there other places I should be looking to research funders?

Creative grant-seekers can find valuable funder information in some unexpected places. Direct mail appeals, playbills, and programs from fundraisers and other charity events usually list contributors; you may discover prominent individuals in your community who have an interest in supporting education programs.

Also, local and national popular magazines can be excellent resources. It may seem odd to think of *The New Yorker*, *Harper's*, or *Black Enterprise* as fundraising resources, but society and business notes may offer insight into the fundraising interests of some of the nation's wealthiest prospects. The December, 1993 issue of *Town and Country*, for example, featured an entire section on philanthropic gift-giving, including profiles of Brooke Astor of the Vincent Astor Foundation; the DeWitt Wallace Reader's Digest Fund's chairman, George Grune; and Margaret Mahoney of the Commonwealth Fund. A browse in your local bookstore might be more profitable than you think.

Q. Do companies and foundations just make cash gifts?

No. There are several types of support available: in-kind gifts (equipment, volunteers, or services), seed money (start-up funds), endowments, and match-

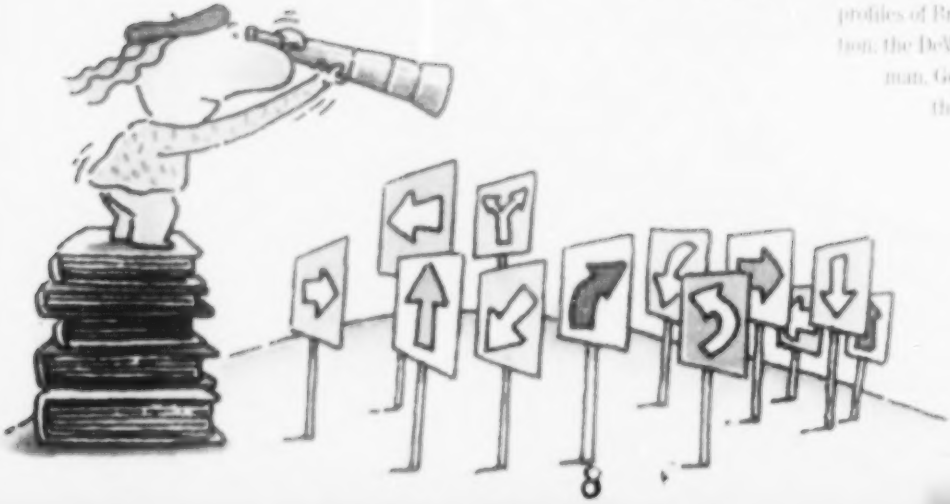

Illustration by Philippe Béha

ing grants are just a few. Consider the needs of your program and be creative. One Massachusetts teacher was able to support her students' field trip to South Carolina by obtaining corporate contributions of everything from toothbrushes from a pharmaceutical company, to jackets and hats from a local sports team, to a volunteer nurse from an area hospital.

Q. I'd feel more comfortable if someone could walk me through the process.

Don't be afraid to use your network. Ask for guidance from other program coordinators in your area (FNT's *Teaching's Next Generation: A National Study of Precollegiate Teacher Recruitment* offers a list of contacts, and a new directory will be released this fall). You might even ask to read a proposal that was funded. The more you learn now, the more you can share when a fledgling grant writer calls you for advice on how *you* got your grant.

Also, take advantage of networking opportunities at conferences, workshops, and seminars. Last fall, two participants at an FNT conference met a funder who ended up making a substantial grant to their programs. Whenever possible, read through lists of presenters and participants *before* you attend any event and arrive with business cards in hand.

Q. I keep hearing about education cutbacks. How will changes in Washington affect my chances for getting money?

On March 16, 1995, the House of Representatives voted 227-220 to cut $1.7 billion from the federal education budget (H.R. 1158), which could affect programs ranging from School-to-Work Opportunities to the Paul Douglas Teacher Scholarships.

Cuts in education funding affect all of us personally and professionally, but for schools and nonprofits in the foreseeable future, competition for grants is going to increase considerably. With less funding available through the government, grantseekers will need to supplement their incomes with support from new sources, or downsize programs. Therefore, efficiency and thoughtful strategy are essential, both in how you run your program and how you support it. Market your program directly to funders' needs, target a range of funding sources (including local businesses who may be trying to win public goodwill), know your competition, and — once again — remember that the creativity and problem-solving skills that are so vital to good teaching are just as valuable within the context of grantseeking.

Nicole Stark is a Staff Associate at Recruiting New Teachers, Inc.

Books and Resources for Grantseekers:

- *America's New Foundations: The Sourcebook on Recently Created Philanthropies.*
- *Black Philanthropy.*
- *The Board Member's Guide to Fund-Raising: What Every Trustee Needs to Know About Raising Money.*
- *Directory of Operating Grants.*
- *The Foundation Center.*
- *Fundraising & Resource Development, Leadership Series.*
- *Grants for Teachers: A Guide to Federal and Private Funding.*
- *Growing Up Nonprofit: An Essay on Nonprofit Life Cycle Development.*
- *The National Guide to Funding for Elementary and Secondary Education.*
- *Nonprofit Piggy Goes to Market.*

Deadlines & Updates

- *The Geraldine R. Dodge Foundation* —Celebration of Teaching Program: Six awards funded three pre-college teacher recruitment programs: the Hunter College High School Inter-College Year Program in East Harlem, which matches high school mentor tutors with local elementary school students; the Bureau of Indian Affairs Pueblo Pintado Community School in rural New Mexico, which targets Navajo students in junior high school; and the John Marbut School in Philadelphia, which places predominantly Puerto Rican and Vietnamese newcomer and fourth-grade interns in ESOL and K-2 classrooms.

  The Celebration of Teaching Program has been refunded through 1996, and grant guidelines will be announced this fall for its December 15th proposal deadline. Call or write Ruth Campion, Co-Director, the Celebration of Teaching Program, The Geraldine R. Dodge Foundation, 163 Madison Avenue, 6th fl., P.O. Box 1239, Morristown, NJ 07962-1239, 201-540-8442 x119.

- *The Edward W. Hazen Foundation* awards grants ranging from $1,000 to $25,000 to community-based organizations that work with middle- and high-school-aged youth, assisting them in reaching their potential and becoming community or peer leaders around concrete social issues. The Foundation has a special interest in programs involving young persons of color and low-income youth.

  Applicants should first submit a two-page letter of inquiry and those which the Foundation believes are appropriate for full applications. From time to time, the Hazen Foundation does not make grants directly to school and school district systems. However, it will consider funding programs conducted in collaboration with schools. For more information, contact the Edward W. Hazen Foundation, 41 Madison Avenue, 31st fl., New York, NY 10010, (212) 889-3434.

- *The Prudential Foundation* is very active in supporting pre-college teacher recruitment. The Foundation recently awarded the Summerbridge program a two-year, $150,000 grant to support program efforts in Philadelphia, Miami, and Atlanta, and made an $80,000 grant to the Community Youth Creative Learning Experience (CYCLE) in Chicago to expand its corps team of scholars (including elementary, high school and higher education partners). You can obtain an annual report and guidelines from the Prudential Foundation at: 15 Prudential Plaza, 751 Broad St., Newark, NJ 07101, 201-802-7264.

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Goody Bag

- **Students As Teachers.** *Just released by J. Weston Walch is this collection of reproducibles written by Mollie L. Gregory, who works with a future teacher program in Indianapolis called Student Exploratory Teaching or SET. It has a practicality that will be extremely valuable to program advisors. The textbook contains suggestions for developing guidelines and objectives, pragmatic tips, and forms for record-keeping and evaluation as well as strategies and exercises for a variety of activities. The 150-page book, which is totally reproducible, costs $20.95 and can be ordered by calling 800-341-6094.*
- **Teaching for Diversity.** *By Ana Maria Villegas. Provocative new series of profiles of exemplary programs including some future teacher programs that are designed to help build a more diverse teaching profession. Cost is $6.50 per copy. Contact the Educational Testing Service at 609-921-9000.*
- **A Special Relationship.** *Edited by John Board, this collection of tributes and memoirs of notable Americans will suit promising graduates, community leaders or others interested in sharing the value of teachers. Seventy notables (including presidents and first ladies, photographers and poets, artists and anthropologists) remember their own teachers and the ways in which those teachers changed their lives. Distributed by W.W. Norton for $29.95; call 800-233-4830.*
- **Summer Opportunities for Kids and Teenagers,'95.** *Includes more than 1,400 suggestions for kids of all ages to learn and grow. Available from Peterson's Guides, Inc., P.O. Box 2123, Princeton, NJ 08543-2123 for $21.95; call 800-338-3282 to order.*
- **The Teacher's Voice.** *Edited by Richard Aldridge, is a collection of essays describing the role that teachers have played in American history. We always hear that teachers have the ability to shape events; here's the proof. Published by Talor and Francis, Washington, D.C., 1992. Available in paperback for $29.*
- **Grants and Awards for K–12 Students: 80 Sources of Funding For Scholastic Enrichment.** *Far-reaching directory of programs and competitions geared towards young students in the areas of the arts, business, environment, international understanding, math/computers, musics/dance, peace, science and writing. Available for $3 plus $4 postage and handling from Capitol Publications Inc., P.O. Box 1453, Alexandria VA, 22313-2053; call 800-655-5947.*

Good to Know

Turning "School to Work" into "School to Career" — the TeachBoston Way

BOSTON, MASS. — A new initiative in the Boston Public Schools may offer a useful model for precollegiate teacher recruitment programs seeking federal funds. "TeachBoston" is a collaborative effort between the school system, the Boston Private Industry Council, and the Boston Teachers Union. Using funding provided through the federal School to Work Opportunities Act of 1994, model future teacher academies have now been approved in two Boston high schools, and one system-wide initiative has been awarded a planning grant.

The program has its roots in the 1994 Boston Teachers Union contract, which approved the design and implementation of a teacher preparation program at the citywide level as well as school-based models. The contract language was in response to the anticipated need for teachers — particularly teachers of color — and other school personnel, and specified the use of new federal school-to-work funding programs.

Called *School-to-Career* in Boston, the federal program will provide school-based and work-based learning opportunities for students in several professions, including education. The city will provide personnel and staff development funding and the business community will provide scholarships for the students to area community colleges and the University of Massachusetts at Boston. Any student who enters the program in high school and completes the college degree requirements for Massachusetts certification will be guaranteed first consideration for job placement in the Boston Public Schools.

Kathy Mullin, Director of the citywide School-to-Career Program, says "The program makes logical sense, given the viable employment opportunities anticipated. Students enrolled in Boston's schools today, if interested and with preparation, could become the most effective teachers for the future, bringing with them the most intimate knowledge of the city and the educational needs of its students." For more information on Teach Boston, call Ms. Mullin at 617-635-8875.

South Carolina Teacher Cadets gather on their state capitol lawn in 1993 waiting for the legislature to convene.

Let Your Students Do the Talking

In the inaugural edition of *Future Teacher*, the ENT staff shared one of the strategies we've used in the past to get increases in funding from the South Carolina Legislature — allowing students to talk about the importance of the program. *Future Teacher* had just reached our desks, when we were notified that South Carolina's House Ways and Means Committee had recommended that *all state funding* for the Center for Teacher Recruitment *be eliminated* effective July 30, 1995. Needless to say, we were shocked and devastated.

This time, instead of taking one or two students to speak with the legislators, we organized a march of about 300 Teacher Cadets. We held an education rally on the front steps of the Statehouse and invited lawmakers to attend. What started as a rainy, cold morning turned into a beautiful South Carolina spring day, and many legislators were drawn outside to enjoy the weather or to satisfy their curiosity. The Cadets wore tee-shirts adorned with the Teacher Center logo, and carried signs, balloons, and placards. Spokespersons from 16 high school Cadet Programs participated in the rally. They shared with Legislators and the media many reasons why the Center for Teacher Recruitment and its programs should continue to be funded.

After the rally, the Teacher Cadets were formally recognized by the House of Representatives as all 300 stood in the balcony of the House chambers. As the session drew to a close that day, the very legislators who had originally axed the SCCTR from the budget introduced an amendment to restore partial funding. When the House finished debate on the budget later in the week, 78% of the current funding was restored.

Although we are not out of the woods yet, we are very appreciative of the support we have received from our friends and colleagues across the country — due in part to the efforts of ENT and the National Center in assembling a network of future teacher programs. It was encouraging to know that so many others share our mission to recruit and retain the best teachers for the classrooms of our nation. Thanks for all of your help! The SCCTR is back in business!

— Janice Poda, Director, South Carolina Center for Teacher Recruitment

ENT welcomes letters to Future Teacher. *Please see page 2 for details.*

PHYLICIA RASHAD

An Open Letter to the Teachers of Tomorrow

You know me for my work as an actress, but you may not know that I am also very committed to teaching. I believe that teachers are among the most important people in our lives. And so I work at encouraging talented, bright young people to consider pursuing this wonderful profession.

Think about your favorite teacher. What is it that makes him or her so special to you? I remember a teacher who had an extraordinary influence on my life. Mrs. Wheadon had the reputation of being relentless. She was a very nice lady--and a very serious teacher. She was demanding, patient, and caring. Along the way she taught us a lot of valuable lessons about English, and also a lot of valuable lessons about life. We learned the importance of being diligent and working hard. We learned the importance of discipline and of doing things right. She is very much a part of who and where I am today.

You probably have your own picture of a teacher you admire. Whenever I ask people across the country to describe their special or favorite teacher, I receive many different answers. *"He was exciting and interesting and he made learning fun for me."* or *"She was always willing to spend extra time with us. She gave us advice I know I'll always remember."* or *"She had such a good sense of humor. She understood us. She even laughed at our jokes!"*

What about you? What kind of teacher might you be? How do you begin to prepare now? If you look around, you'll see opportunities to practice "teaching" all around you. Do you have a Big Brother or Big Sister program in your neighborhood? If so, maybe you could think about giving it a try. Just spending time with younger children is the best thing you can do. Perhaps you could try volunteering at a children's museum or aquarium. Or signing up to serve in your church Sunday School, or becoming a camp counselor. Even babysitting can be a good opportunity.

Good teachers are good learners, and the best teachers are those who never stop learning. So be curious, and take advantage of every opportunity you have to learn about things that interest you. The more you learn, the better teacher you will be.

I hope you will continue to consider a career in teaching. Someday, hopefully, someone will say that you made a tremendous difference in their lives. There isn't any greater compliment.

I wish you the very best.

Sincerely yours,

Phylicia Rashad

Phylicia Rashad became a household name as Clair Huxtable on NBC's *The Cosby Show* in the 1980s. That popular role earned her an Emmy nomination, the NAACP Image Award, and a People's Choice Award. A magna cum laude graduate from Howard University, Ms. Rashad has also performed on stage, including roles in musicals such as *The Wiz* and *Dreamgirls*. In addition to her demanding careers as an actress and parent, Ms. Rashad serves on the Board of Directors of Recruiting New Teachers, Inc. In the photo at left, she is pictured with her favorite teacher, Mrs. Edwina Wheadon.

How to Ask

Calling the Helpline is easy. Just dial 1-800-REA-TEACH. But if you'd rather not call, or if you want to see the answer and also receive a print, there's another way to contact us. Simply write any question you have about teaching or becoming a teacher on a postcard with your name, address, school, and the name of the future teacher program you belong to (if you want to be associated). That's easy, isn't it? Now send it to: Ask the Helpline, c/o Recruiting New Teachers, Inc., 385 Concord Avenue, Belmont, MA 02178.

We promise to answer as many questions as we can in print. That doesn't mean every question, but we'll try to cover on this column of use others in future issues all of the important topics we hear about through your letters. Thanks in advance for helping us to help you — and future teachers like you all across the country.

How to Choose

As you search for a teacher education program that will suit your own interests and needs, here is a partial list of questions from the *RNT Careers in Teaching Handbook* that you might want to give some thought to:

- ***Questions about reputation:*** What do teachers who have graduated from the institution say about how well it prepared them for the classroom? What kind of reputation does the institution have among school administrators — say, in the school you attend? Ask for the names of students in the program or recent graduates who would be willing to talk with you about their experiences in the institution.
- ***Questions about degrees:*** Does the institution offer the degree required of teachers in the state in which you want to teach? Is it a four-year or five-year program?
- ***Questions about the curriculum:*** Do education students spend a lot of time in local school classrooms? Are these classroom experiences in one school or in a variety of settings? Look for a range of opportunities. Does the curriculum give adequate attention to preparing future teachers for increasingly diverse student populations?
- ***Questions about faculty:*** Are most of the courses you might take taught by full-tenured faculty, teaching assistants, graduate students, or adjunct and part-time faculty? What is the average class size?
- ***Questions about career services:*** Ask about the program's connection to the local schools, and the extent of the job placement services it provides. What is its record in placing graduates? Are graduates of the program permitted to use those services for life?

Ask the Helpline

You've Got Questions? We've Got Answers.

"How much education do I need to become a teacher?"

"What's teacher certification and how do I get it?"

"How much do teachers get paid?"

"What subject areas or grade levels need new teachers?"

"How do I find a job in teaching?"

"Where can I find information about special scholarships for teaching?"

These are just a few of the hundreds of questions we answer every week at the RNT Helpline, a service of Recruiting New Teachers, Inc. that provides guidance and resources to individuals considering a career in teaching.

The process of becoming a teacher is not an easy one — and it shouldn't be. It takes hard work, determination, and years of study to become a teacher, just as it does to become a lawyer or doctor. You wouldn't want someone who doesn't *really* know what she (or he) is doing to cut you open for heart surgery . . . would you? We didn't think so.

Helpline Counselors Veronica Williams and Lisa Cella

So perhaps you have questions like those listed above (or the one we've answered at right). Maybe you can't find anyone to answer the questions or you don't even know who to ask. Who you gonna call? *The RNT Helpline!* We have a highly qualified and dedicated staff of counselors willing to help you with any questions you have about the teaching profession. Our job is to give you guidance and advice and to direct you to resources that can help you. We have thousands of resources in our database, including information on colleges and financial aid programs. Most important, our counselors are pleasant, helpful, and easy to talk to!

Currently, our counselors are available Monday though Friday from 10 a.m. to 8 p.m. (Eastern Standard Time). Just dial 1-800-989-TEACH. (Yes, we know there are too many digits, but it will work — trust us!)

Q: Since taking the PSAT, I've received information from many colleges. How do I decide which college is best for teacher education?

A: Congratulations; you must have done well on your PSAT! Choosing the right school and education program can seem a little overwhelming. We suggest breaking the process down into three separate steps.

- ***Step One: Know Yourself.*** Ask yourself some basic questions. Do you want an in-state school versus out-of-state? Will cost of tuition be an important factor? Does the size of the campus matter? How competitive academically do you want the school to be? Read literature and request catalogs from all of the schools you can find that match your personal criteria. Enlist the support of your parent(s), guidance counselor and favorite teachers. These individuals may offer different perspectives, but they are also people who know you pretty well. They can be important in pointing out issues that you had not considered.
- ***Step Two: Know Your Career Direction.*** While you are looking over the field of possible schools, you need to begin thinking about what your area of focus (specific subject area) will most likely be. Note that nationally there are five subject areas in which new teachers are needed: math, science, bilingual education, special education and English as a Second Language/Bilingual Education. Also determine the age level you would like to teach. Do you enjoy young children — or do they just plain *bug* you? Be honest. You have to really like spending time with younger children to do it for a career!
- ***Step Three: Ask, Ask, Ask.*** Now's the time to examine the teacher preparation programs of the schools you're considering. See the questions in the box on this page for some suggestions; use them as a guide when looking over program materials or talking with admissions officers, students, or graduates of the schools you're considering. Once you have gathered all of this information, you'll be in a better position to apply to those programs that will truly meet your needs.

— Answered by Helpline Counselors Lisa Cella and Veronica Williams

When the Going Gets Hot — the Hot Go Teaching

BY RORY DORMAN

"What age is the perfect age for a teacher?" I recently asked a small group of excited 4th graders. Within a few minutes they were in firm agreement that 15, 16- or 17-year-olds would be their dream teachers.

That means you, folks.

And on this page of *Future Teacher*, I and some Summerbridge colleagues have provided you with some ideas on how you can be "dream teachers" for young kids like these over the course of the summer. These are tested ideas that work; we know they do, because at Summerbridge, hundreds of high school students have been immersing themselves in teaching activities like them for years. Today, there are 33 Summerbridge sites across the country (and in Hong Kong) operating summertime programs. And at every one of them, high school students are reaching out and loving their hard work on "the other side of the desk." *(See below on how you can apply for a teaching position.)*

Summerbridge's doors are always open; our programs welcome visitors. The power of students teaching students best comes to life during the summer, and if you're near a Summerbridge site, we warmly encourage you (and your own students!) to drop by, stop in on a classroom, and join our workshop in education.

Regardless of where you live, take a look at the ideas below and think about your own plans for the summer. Even if you're not part of an organized future teacher program like Summerbridge, there are plenty of ways to make your summer a valuable step on the way to becoming a teacher — and to have a lot of fun helping younger children learn in the process.

- Tutor a student — siblings of friends, neighbors, younger students in your district.
- Start a summer or after-school play group for younger children in your neighborhood.
- Help out at children's reading hours at your public library.
- Volunteer to work at a museum, zoo, or historical site in your area.
- Volunteer to teach children's classes at a community church or summer school.
- Start a journal or scrapbook about your experiences. Good observers make good teachers.
- Read the newspaper every day. Good teachers are informed citizens.
- Teach someone something that you already know or a skill you have mastered (art, cooking, sports, etc.).
- Write an article for your local newspaper. If not an article, write a letter to the editor.
- Publish a pamphlet for kids and distribute it to local summer school programs. Something like: "Secrets for Success in Middle School."
- Study something new — a language, a country, a field of science. Curious learners make the best teachers!
- Contact a favorite elementary school teacher and volunteer to help get the classroom ready for the new year.
- Host a film festival about teaching. Rent videos about great teachers: *Dead Poets Society, Lean on Me, Up the Down Staircase, To Sir With Love, Goodbye Mr. Chips, Stand and Deliver, The Miracle Worker, The Water Is Wide.* Don't forget the popcorn.

It's too late to apply to be a teacher at a Summerbridge site in 1995, but mark your calendars now for 1996! Applications will be available in the winter of 1995-96 and are due March 1, 1996. Call or write: Summerbridge National, 3109 Washington St., San Francisco, CA 94115; (415) 749-2937. E-mail: sbnation@aol.com.

If you'd like to visit or volunteer at a site this summer, just call us to find out if there's a Summerbridge site near you.

Rory Dorman taught at Summerbridge as a high school and college student and now works with Summerbridge National. A number of other Summerbridge program directors contributed to this article.

Summer Reading

In between mysteries and thrillers on the beach this summer, try some of these classics about teachers, teaching, and following your dreams.

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Conference

The Third Annual National Symposium on Precollegiate Teacher Recruitment *will be held November 3-5 at the DoubleTree Hotel in Pasadena, California. The meeting will feature keynote addresses from national leaders, interactive workshops, panel discussions, roundtables, a site visit — and, of course, great opportunities to meet and get to know colleagues from across the nation. It is sponsored jointly by RNT's National Center for Precollegiate Teacher Recruitment and by the DeWitt Wallace Reader's Digest Fund.*

Among the conference participants will be future teacher program directors, state and federal policymakers, school and college educators, community and union representatives, funders, and (of course) representative students from precollegiate teacher recruitment programs. Participants from the first two national symposia have told us that these events provided a wealth of useful contacts, curricular and funding ideas, and a sense of connection with a broad national movement of future teacher programs.

To receive additional information about the conference, please complete the form at right and fax or mail it back to us at the address indicated on the form. Space will be limited, so we would appreciate a quick response if possible!

Services

Among the services offered by the National Center for Precollegiate Teacher Recruitment:

- ***Future Teacher.*** *The Center newsletter will be published five times during the 1995-96 school year. The Center staff welcomes contributions and letters from future teacher program directors, faculty, student participants, and others; see the Fax Back form at right.*
- ***Research.*** *The Center is working to develop a common program evaluation protocol for adaptation and use by future teacher initiatives nationwide. We welcome program directors who have instituted evaluation procedures to contribute to the project by sending relevant materials — survey forms, descriptions of methodology, evaluation reports — to the Center.*
- ***Future Teacher Network.*** *The Center is developing an on-line network based for dedicated use by precollegiate teacher recruitment program directors, faculty, and students. The Network is currently being tested and should become available for general use this summer.*
- ***Information Clearinghouse.*** *The Center is assembling a growing library of materials relating to precollegiate teacher recruitment and maintains a database of more than 1,000 interested or participating educators nationwide. If you have a question related to any facet of precollegiate teacher recruitment — program design, curriculum, funding, student recruitment, college matriculation, evaluation, etc. — please call us (617/489-6000). Ask for Helen Sich; she will get back to you promptly with information that might help.*

Fax-Back

Use this form to take action on the Third National Symposium on Precollegiate Teacher Recruitment and the other National Center programs and services briefly described at left. For the fastest response, tear off or photocopy this form and fax it to 617-489-6005. You may also mail it to: National Center for Precollegiate Teacher Recruitment, c/o Recruiting New Teachers, 385 Concord Avenue, Belmont, MA 02178.

Call 617-489-6000 for more information.

Name: _____

Title: _____

Program Name: _____

Institution: _____

Address: _____

City/State/Zip: _____

Phone: ( ) _____

Fax: ( ) _____

Home Phone*: ( ) _____

Home Address*: _____

City/State/Zip*: _____

** Please provide if you are difficult to reach by phone during school hours, and for use during the summer months.*

Pathways to Teaching Careers

DoubleTree Hotel Pasadena • November 3-5, 1995

☐ Please send me information on the Third National Symposium on Precollegiate Teacher Recruitment, scheduled for November 3-5 at the DoubleTree Hotel in Pasadena, CA.

☐ I would be interested in presenting at the conference on the following topic(s): _____

☐ I would be especially interested in learning about the following topics at the conference: _____

☐ I will be happy to add the National Center to the mailing list for our own program, and will send newsletters, press releases, curriculum materials and ideas, recruitment literature, annual reports, videotapes, and other related materials to your central library as they become available. (Please send these materials to the National Center address listed above.)

☐ I have news to report regarding our future teacher program and/or I am interested in contributing to *Future Teacher*. Please contact me to discuss the following story idea: _____

Future Teacher

c/o The National Center for
Precollegiate Teacher Recruitment
Recruiting New Teachers, Inc.
385 Concord Avenue
Belmont, MA 02178